**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:**  **The Envision Lesson: 5-4 Writing Multiplication Stories** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Number sentence and equation   * Each student gets a card of either a story problem of the equation * Find your match * Match cards with the number sentence/equation to the story problem card * Partner response of why their cards match (or don’t if incorrect) How to fix if incorrect? * Draw a picture of what is happening in the story with your partner | * Choral Responses   Partner Responses   * Written Responses * Random call on students (No hand raising)   Visual response |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Make a list of things that come in groups   * 9 groups each assigned a number (things that come in 2’s etc.) * Choral response of things that come in groups on whiteboards   Use examples in the classroom (crayons, shoes, fingers, etc) to make story problems with multiplication as a group. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Share a story problem and students draw a picture of the problem  Students draw pictures and create problems of their own problems using the things that come in groups list  Write an equation that matches with the picture that was drawn | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Teacher gives an equation and students have to write a story problem and draw a picture to match  Share ideas with class under document camera | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |